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6 December 2012

Mr David Moorse
Headteacher
Shanklin Church of England Primary School
Albert Road
Shanklin
Isle of Wight
PO37 7LY

Dear Mr Moorse

Special measures monitoring inspection of Shanklin Church of England Primary School

Following my visit with Mary Hoather, Additional Inspector, to your school on 4 and 5 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's recent section 5 inspection.

The inspection was the first monitoring inspection since the school became subject to special measures following the inspection which took place in June 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of special measures.

Newly qualified teachers may not be appointed within the school.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for the Isle of Wight.

Yours sincerely

Paul Scott
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2012

- Increase the rate of pupils' progress and raise attainment, particularly in writing, by:
 - improving the teaching of phonics across the school
 - raising the expectations of, and aspirations for, all groups of pupils
 - increasing pupils' determination to succeed and their ability to produce high-quality work independently.

- Eliminate all inadequate teaching and increase the proportion that is good by:
 - ensuring work takes full account of the different abilities and previous attainment of pupils
 - starting every lesson with a clear focus on what pupils will be learning, which is revisited during the lesson
 - ensuring that pupils' responses to comments in their books and to verbal feedback are timely.

- Work closely with other agencies and parents and carers to improve the behaviour of the few pupils who disrupt learning, increase pupils' capacity to manage their own behaviour and improve attendance rates for all pupils.

- As a matter of urgency, improve the quality of leadership and management by ensuring that leaders and managers at all levels:
 - are consistent in driving their expectations of high-quality teaching by robustly monitoring its impact on pupils' learning and holding staff to account for pupils' progress
 - have good working arrangements with partner agencies to ensure that the most vulnerable pupils have timely access to appropriate support.

Report on the first monitoring inspection on 4 and 5 December 2012

Evidence

Inspectors observed the school's work. Teaching was observed in all classes during ten lesson observations, many with senior leaders. Assemblies were seen and a tour of the school was undertaken. Documents were scrutinised, including safeguarding, progress monitoring records and school improvement planning. Inspectors met with the headteacher, senior leaders, groups of pupils, teachers, support staff, members of the Governing Body and a representative of the local authority.

Context

There have been a number of changes to the school staff. This has included a new headteacher, who took up his post from September 2012. The school has advanced plans to become an academy.

Achievement of pupils at the school

Lesson observations and looking at pupils' work highlighted some pupils making good progress in lessons, but this is not happening enough. Although pupils do make up some ground in mathematics, reading and, to a lesser extent, in writing, by the end of Year 6, progress overall is too slow and variable. Higher-achieving pupils do not have enough opportunities to reach the higher levels.

In the Early Years Foundation Stage children are establishing firm foundation for enjoying learning and achieving more. They engaged well in the range of activities available and most made expected progress. This includes understanding of phonics (linking letters to the sounds that they make). Children build confidence through play, and opportunities to extend and consolidate learning are developing.

Leaders are aware of the need to increase the rate of progress for all groups in the school and are developing clearer ways of tracking how well pupils are doing. Where teachers use good questions to probe what pupils have understood they often adapt learning activities and so progress increases. Too many activities do not build on what pupils already know and so precious learning time is lost as pupils are completing tasks rather than building their understanding. Unvalidated information from national tests at the end of Key Stage 2 in 2012 indicates that the overall levels that pupils reach are below the national average in reading, writing and mathematics.

The quality of teaching

The quality of teaching is improving. There was no teaching observed during the inspection that was inadequate. Some teaching observed was very effective in

driving pupils' progress. During one mathematics lesson, pupils enjoyed the different multi-part challenges set and were able to talk about why they had used different methods of calculation with real enthusiasm. They enjoyed their success and their confidence built with the support from the teacher. This lesson also developed the speaking and listening skills of pupils, and an enjoyment of and passion for maths shone through from teacher and pupils. Plans were more informed and targeted learning for individuals better when teachers were precise about pupils' current understanding and skills.

Too much teaching requires improvement. Opportunities to allow pupils to learn at their own rate are limited by too much whole-class work and expectations that are too low. Pupils willingly complete tasks in class but too often are not learning new things. During one lesson the written work produced across the class did not reflect the wide range of ability in the class, nor did it capture the vivid imaginations that were let loose during conversations with the pupils. There is some exceptional skill within the school in the precision and clarity for teaching of phonics but this is not used sufficiently well to improve the quality of phonics teaching across the school. Opportunities to develop speaking and listening skills are often missed and many pupils lack confidence in exploring their ideas and thinking further. Where there are opportunities for pupils to debate and discuss issues, conversations are lively and thoughtful.

The impact of classroom support varies. Learning support assistants are enthusiastic and work hard, showing how much they care for the pupils. At its best, support encourages pupils to make the most of learning opportunities without them becoming reliant on the support. Learning support is not always directed well as the learning expectations are not clear enough.

Behaviour and safety of pupils

Teachers' commitment, care and hard work are evident. There are positive relationships between adults and pupils that help pupil to feel safe. Positive behaviour was observed across the school, with pupils eager to learn. Pupils explained that they felt that their learning was not disrupted by others now and that they enjoyed school generally. Pupils also said that they can talk to adults if they have a problem and this gets sorted out quickly. Many pupils lack confidence, particularly to speak out in class and answer questions. Classroom displays celebrate success and rooms are welcoming but can be cold at times. Attendance has improved, particularly the persistent absences. Safeguarding training for staff is now up to date and appropriate procedures are in place.

The quality of leadership in and management of the school

The new headteacher has made a good start at establishing a shared vision for the school and making sure that the key priorities are understood. All pupils were able to

explain the new school rules and why they were important to help the school to get better. The senior leaders are developing planning to ensure that the focus remains on improving the quality of teaching and learning and raising standards. Plans do need further refining to make sure that leaders can assess success with clear milestones to measure against on the journey.

Monitoring and analysis of mathematics teaching have started well and there is an emerging picture of strengths and key priorities that needs to be tackled. Plans for the development of literacy and those to meet the needs of pupils with special educational needs more effectively are in place but need to be clearer about the specific training and support for individual members of staff.

Members of the Governing Body are passionate and committed to the school and pupils. There is an understanding that the school has not performed well enough and they understand their responsibilities in this and in moving the school forward. There are increasingly clear lines of accountability and management of performance. There is recognition that the governing body need to develop further and are keen to get support to do this. There needs to be more targeted support and challenge so that the rapid rate of progress required in the school is achieved.

External support

The local authority has provided a range of support for the school, including advisor time such as that used in the developments of phonics teaching. This has been welcomed by the school but it is too early to judge the impact of the support on outcomes for pupils. The local authority's statement of action was deemed to be not suitable as it required refinements to the way progress is monitored. The statement has not been amended but the school is developing more effective plans with local authority support. There is need for clarity between the school and the local authority as to how they will work together in the future so that the school makes more effective progress.